DOCUMENT RESUME

ED 455 012 PS 029 657

AUTHOR Washington, Joyce, A.
TITLE Report of the Detroit Public Schools Kindergarten Teacher Survey, 1999-2000.
INSTITUTION Detroit Public Schools, MI. Office of Research, Evaluation, and Assessment.
PUB DATE 2001-06-00
NOTE 35p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advertising; *Enrollment Trends; *Full Day Half Day Schedules; *Kindergarten; *Preschool Teachers; Primary Education; Program Improvement; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS *Detroit Public Schools MI; Program Characteristics

ABSTRACT

This study surveyed regular and extended-day kindergarten teachers in the Detroit public school system. Key findings included the following: (1) most respondents (63.6 percent) had 5 or more years experience in their current position; (2) respondents reported an average class size of 22.7 to 30.4 students; (3) most respondents perceived that their class enrollment had been steady over the past 2 or 3 years although actual enrollment had declined; and (4) teachers indicated that students and parents would benefit from full-day regular kindergarten, recommended additional fun activities such as field trips, and suggested that advertising would increase parent and community awareness. (Appendices contain the survey questions and responses, a list of participating schools, and a compilation of teacher comments and suggestions.) (EV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 455 012

Report of

The Detroit Public Schools
Kindergarten Teacher Survey
1999-2000

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
J. Moore
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Joyce A. Washington, Ed.D., Evaluator

Office of Research, Evaluation and Assessment
Division of Curriculum and Instruction
Detroit Public Schools

June, 2001

PS 029657

BEST COPY AVAILABLE

Table of Contents

Executive Summary ..... *i*

Methodology *1*

Description of Survey *1*

Analysis of Data *2*

Conclusions and Recommendation *12*

Appendix *14*

A Report of
The Detroit Public Schools
Kindergarten Teacher Survey
1999-2000
Executive Summary

Purpose and Description of Survey

In an effort to meet the district's goal of increasing student academic achievement by providing the highest quality educational experience for all Detroit Public School kindergarten students, the district's kindergarten teachers were asked to complete a ten item survey.

Methodology

The survey instrument was developed and distributed by the *Office of Research, Evaluation and Assessment, of the Division of Curriculum and Instruction.* Surveys were distributed to all schools with kindergarten programs. The surveys and a letter of explanation were directed to the building principals requesting that all kindergarten teachers complete and return the instrument by June 16, 2000. In all, two hundred seventy-eight regular kindergarten teachers and seventy-six extended day kindergarten (EDK) teachers were requested to complete and return the questionnaire. One hundred twelve questionnaires were completed and returned.

Findings

Survey response data were collected, compiled and analyzed by the *Office of Research, Evaluation and Assessment of the Division of Curriculum and Instruction* reflected the following key findings:

- Most survey respondents (63.6%) were kindergarten teachers with five or more years of experience in their current assigned position;
- Respondent reports indicated an average kindergarten class size of 22.7 to 30.4 students, during the 1999-2000 school years;
- Of the ninety-eight respondents who replied to the survey item on perceived classroom stability, forty-four respondents (44.9%) agreed and twenty-three respondents (23.5%) strongly agreed with the perception that their classroom enrollment remained relatively constant over the past two to three years. Twenty-four respondents (24.5%) disagreed and seven respondents (7.1%) strongly disagreed that classroom enrollment had been fairly stable over the past two to three years.
- Twenty-nine respondents (30.5%) agreed and seventeen (17.9%) strongly agreed that perceived classroom enrollment declined over the past several years. Twenty-seven respondents (28.4%) disagreed and twenty-two respondents (23.2%) strongly disagreed that a perceived drop in classroom enrollment over several years was noticed.
- The perceived average decline in classroom enrollment for the morning sessions during the 2000 spring/summer, 1999-2000 fall/winter, 1999 spring/summer and

1998-1999 fall/winter semesters was estimated to range from 5.8 to 7.3 students per class;

- The perceived average decline in classroom enrollment for the afternoon sessions during the 2000 spring/summer, 1999-2000 fall/winter, 1999 spring/summer and 1998-1999 fall/winter semesters was estimated to range from 5.4 to 8.8 students per class;
- Over three school years (1997-98 to 1999-00), actual kindergarten enrollment in the district showed a decreasing trend. Kindergarten enrollment declined 10.5% from 1997-98 to 1998-99, 13.4% from 1998-99 to 1999/00, and 22.4% from 1997-98 to 1999-00;
- For grades K-12, district enrollment experienced a 4.2% decline for 1997-98 to 1998-99, an increase of .03% was realized from 1998-99 to 1999-00, and a decline of 4.2% was calculated from 1997-98 to 1999-00.
- Grades 1-12 district enrollment showed a decline of 3.7% during the 1997-98 to 1998-99 school years. Enrollment increased 1.1% from 1998-99 to 1999-00. Over a three-year time span (1997-98 to 1999-00) first through twelfth grade district enrollment decreased 2.6%.
- Teacher comments and suggestions indicated that students and parents would benefit from full day regular kindergarten programs;
- Many comments and suggestions were in favor of additional fun activities, such as increased field trips, and;
- Most respondents reported that advertising would increase parent and community awareness.

Conclusions and Recommendations

Teacher responses regarding perceived classroom enrollment, stability and perceived classroom enrollment decreases over several years were contradictory in many cases. Respondents indicating classroom stability may have indicated perceived enrollment drops. Perhaps respondents may have perceived the term *stability* in varying contexts. However, teacher comments and suggestions overwhelmingly suggested that full-day regular kindergarten would have a positive effect on enrollment and stability in classroom enrollment numbers.

With the presence of chartered schools and a possible federally mandated voucher system, the DPS kindergarten program faces increased competition. This is evidenced by the decreased enrollment reported by the survey respondents. The perceived decline in enrollment, whether it is caused by student transfers to non-DPS programs or drop-outs, may be lessened or reversed by providing alternative schedules, increased numbers of field trips and enhanced parental awareness by advertising the strengths of the district's kindergarten program. Also, increased student academic achievement may result from the suggested changes that will serve as a solid foundation for continued academic and social success in the higher grade levels.

A Report of
The Detroit Public Schools

Kindergarten Teacher Survey
1999-2000

In an effort to assess progress toward the district's goal of increasing student academic achievement by providing high quality educational experiences for all Detroit Public School kindergarten students, the district's kindergarten teachers were asked to complete a ten item survey.

Perceptions of classroom enrollment size in terms of stability and decline over several school years were used to get an idea of classroom teachers' views of their working environment. To compare teacher perceptions in enrollment to actual changes, total district enrollment gains and losses for grades kindergarten through twelve and total district kindergarten enrollment changes for 1997-98 to 1998-99, 1998-99 to 1999-00 and 1997-98 to 1999-00 are included.

Responses to survey items that addressed stability and decline in enrollment may appear, in many cases, contradictory. The disagreement in responses to items addressing enrollment stability and decline may have been caused by each respondent's perception of "relatively stability" of classroom enrollment over several school years. A loss or gain of several students per class over several school years could be considered relatively stable.

Methodology

The survey instrument was developed and distributed by the *Office of Research, Evaluation and Assessment of the Division of Curriculum and Instruction*. Surveys were distributed to all schools with kindergarten programs. The surveys and a letter of explanation were directed to the building principals requesting that all kindergarten teachers complete and return the instrument by June 16, 2000. In all, two hundred seventy-eight regular kindergarten teachers and seventy-six extended day kindergarten (EDK) teachers were requested to complete and return the questionnaire.

Teachers were requested to provide their suggestions for additions, deletions and program changes that may enhance the kindergarten experience for all students. Suggestions were to include steps to improve cognitive development, parental involvement and physical and social readiness that may result in increased levels of student academic achievement.

Description of the Survey Instrument

The Kindergarten Teacher Survey, a double-sided instrument consisting of single and multiple response items was designed to gather information from kindergarten teachers pertaining to their perceptions of program effectiveness. A suggestions and comments section of the survey was the only open-ended item included.

The following areas of interest were identified:

- The number of years of work experience as a kindergarten teacher;
- The number of kindergarten students enrolled in the respondents' classes during the spring and summer semesters of 2000, fall and winter semesters of 2000, the 1999 spring and summer semesters and fall and winter semesters during 1999.
- The consistency in student enrollment numbers over the past three school years;
- Teachers' perception of a noticeable change in student enrollment over several school years;
- The approximate change in enrollment numbers during the spring and summer of 2000, fall and winter of 2000, spring and summer of 1999 and fall and winter of 1999*;
- Teachers' opinion on offering parents alternative schedules, such as all day regular kindergarten;
- Teachers' feeling regarding providing increased field trips and other academically-based fun activities; and,
- Teachers' perception of program promotion through advertisement.

Analysis of the Data

One hundred twelve (31.6%) of three hundred fifty-four surveys were returned for analysis. This represents a standard error of measurement of +/-7.7% at the 95% confidence level. Over ninety-five percent (95.5%), 107 responding teachers, answered the first survey item that solicited the number of years of experience as a kindergarten teacher at the present school. At their current locations, sixty-eight respondents (63.6%) reported having five or more years of experience as a kindergarten teacher. Twenty-three respondents (21.5%) had two to four years of experience. Sixteen respondents (15.0%) reported having one year of experience teaching kindergarten. See Table 1.

***Survey response items emphasized enrollment declines, due to concerns regarding the loss of students to non-DPS programs.**

Table 1

Respondents' Years of Experience
As Kindergarten Teachers

Years of Experience	*N*	*Percent*
5 or More	68	63.6
2 to 4	23	21.5
1	16	15.0
Total	**107**	**100.1***

*The total does not equal 100% due to rounding.

Respondents were asked to give approximations of their classroom enrollment during the morning and afternoon sessions for four semesters during the 1998-1999 and 1999-2000 school years. As stated on page one, estimations of classroom enrollment were used to gage classroom teacher perceptions. Average class sizes were based on classroom enrollment estimations, submitted by an average of 90 respondents (80.4% of total respondents) for morning sessions, as seen in Table 2, and an average of 43 respondents (38.4% of total respondents) for the afternoon sessions, illustrated in Table 3. In reference to afternoon classroom enrollment, many respondents noted on their survey forms that they were unable to remember many of the enrollment numbers for the specified semesters.

The estimated total number of pupils enrolled in morning kindergarten classrooms of respondents during the 2000 Spring /Summer semester, consisted of 2,650 students. There was an estimated average class size of 25.7 students reported. See Table 2. Of the fifty replies submitted for afternoon sessions, total classroom enrollment was estimated to consist of 1,132 students. The average classroom enrollment during that time was estimated to consist of 22.6 students per classroom. See Table 3.

For the Fall/Winter 1999/2000 semester morning sessions, survey respondents estimated total classroom enrollment to be comprised of 2,973 students. A 27.8-pupil average class size was calculated. See Table 2.

As seen in Table 3, during the afternoon Fall/Winter 1999/2000 semester, respondents estimated a total classroom enrollment of 1,325 students. An average class size of 24.5 students per class was determined.

For the morning sessions during the 1999 Spring/Summer semester, survey respondents reported an estimated total classroom enrollment of 2,154 kindergarten students and a mean class size of 28.8 students. See Table 2. During the afternoon sessions, the respondents' estimated total enrollment was 788 students. The average class size during that time consisted of 23.9 students. See Table 3.

Respondents estimated that total enrollment for morning kindergarten classes, was 2,278 students during the 1998-1999 Fall/Winter semester. An average class size of 30.4 students was computed. See Table 2.

As seen in Table 3, respondents estimated 958-pupil total classroom enrollment during the afternoon sessions for the 1998-1999 Fall/Winter semester. Average class size was estimated at 27.4 students.

Table 2

Morning Sessions

Estimated Total Kindergarten Classroom Enrollment and Average Class Size As Reported by Respondents During 1998-1999 and 1999-2000*

	Fall, 1998/ Winter, 1999	*Spring, 1999/ Summer, 1999*	*Fall, 1999/ Winter, 2000*	*Spring, 2000/ Summer, 2000*
Estimated Total Classroom Enrollment	2,278	2,154	2,973	2,650
Average Class Size	30.4	28.8	27.8	25.7
Number of Respondents	75	75	107	103
Percent of All Surveyed Kindergarten Teachers	21.2	21.2	30.2	29.1

*Enrollment numbers and average class size estimates are based on a small percent of respondents.

Table 3

Afternoon Sessions

Estimated Total Kindergarten Classroom Enrollment and Average Class Size As Reported by Respondents During 1998-1999 and 1999-2000

	Fall,1998/ Winter, 1999	*Spring, 1999/ Summer, 1999*	*Fall, 1999/ Winter, 2000*	*Spring, 2000/ Summer, 2000*
Total Estimated Classroom Enrollment	958	788	1,325	1,132
Average Class Size	27.4	23.9	24.5	22.6
Numbers of Respondents	35	33	54	50
Percent of All Surveyed Respondents	9.9	9.3	15.3	14.1

When presented with the item soliciting respondent perceptions regarding the stability of their enrollment over the past several years, ninety-eight kindergarten teachers (87.5% of all respondents) replied. Twenty-three survey respondents (23.5%) "Strongly Agreed" that enrollment over the past two to three years has remained constant. Forty-four survey respondents (44.9%) "Agreed" that the enrollment levels for their classes has remained fairly constant over the past two to three years. Twenty-four respondents (24.5%) "Disagreed" that their kindergarten class enrollment was stable for two to three years. Seven responding teachers (7.2%) "Strongly Disagreed" with enrollment stability over a two to three year period. See Table 4.

Table 4

Teachers' Perceptions of Kindergarten Enrollment Stability Over The Past Two To Three School Years

Response Choices	*N*	*Percent*
Strongly Agree	23	23.5
Agree	44	44.9
Disagree	24	24.5
Strongly Disagree	7	7.1
Total	98	100.0

Respondents were requested to give their reactions to the premise that they had noticed a decline in their class enrollment over the past several years. As illustrated in Table 5, responses were somewhat evenly divided among the four answer choices. Twenty-two (23.2%) of those who replied "Strongly Agreed." Twenty-nine (30.5%) "Agreed." Twenty-seven survey respondents (28.4%) "Disagreed." Twenty-two responding kindergarten teachers (23.2%) "Strongly Disagreed" that there was a noticeable drop in kindergarten classroom enrollment over the past several years.

Table 5

A Perceived Decline in Kindergarten Enrollment Over The Past Several Years

Survey Response Choices Recorded Responses	*Survey Item* "I Have Noticed A Drop In My Enrollment Over The Past Several Years."	
	N	Percent
"Strongly Agree"	22	23.2
"Agree"	29	30.5
"Disagree"	27	28.4
"Strongly Disagree"	22	23.2
Total	95	100.0

Teachers responding positively to the previous survey item were asked to provide an estimate of pupil decline for both morning and afternoon sessions during the 2000 Spring/Summer, 1999-2000 Fall/Winter, 1999 Spring /Summer and 1998-1999 Fall/Winter semesters.

For the morning sessions during the 2000 Spring/Summer semester, an estimated 244-pupil total classroom enrollment decline was reported. There was an estimated average student decline of 5.8 students per class. In contrast, for the afternoon sessions, respondents estimated a 76-pupil total enrollment decline. An average per class decline of 8.4 students was computed.

One hundred seven respondents (95.5% of all respondents) reported a total decrease in student enrollment of 187 pupils for the morning sessions during the 1999-2000 Fall /Winter semester. The reported estimated mean decline was 5.9 students per class. For the afternoon sessions during the 1999-2000 Fall/Winter semester, a smaller group of 37 respondents (33.0% of respondents) reported an estimated total classroom enrollment decline of 49 students, with an estimated average decrease of 5.4 students per class.

Respondents reported an estimated total enrollment drop of 141 students and an average decline of 5.9 students per class during the 1999 Spring/Summer semester morning sessions. For the afternoon sessions, estimates of a total enrollment decrease of 79 students with an average decline of 8.8 students per classroom were reported by responding teachers.

An estimated decrease of one hundred thirty-two students with an average per class drop of 7.3 students was reported during the morning sessions of the 1998-1999 Fall/Winter semester. The afternoon sessions estimated a total enrollment decline of 45 students with a 7.5 average student decrease per classroom, as estimated by responding teachers. See Table 6

Table 6*

Estimated Total Kindergarten Classroom Enrollment And Average Class Size Decline During 1998-1999 and 1999-2000

Decline in Student Enrollment	Fall (1998)/Winter (1999)		Spring (1999)/Summer (1999)		Fall (1999)/Winter (2000)		Spring (2000)/Summer (2000)	
	AM	PM	AM	PM	AM	PM	AM	PM
Total Enrollment	132	45	141	79	187	49	244	76
Average Decline Per Classroom	7.3	5.4	5.9	8.8	5.9	5.4	5.8	8.4
Number of Respondents	18	6	24	9	32	9	35	9

*Numbers of respondents reporting estimated declines in classroom enrollment for the morning sessions were significantly larger as compared to the number of replies received for estimations of total classroom enrollment declines during the afternoon sessions.

To compare teachers' perceptions of kindergarten enrollment decreases and classroom stability to actual district enrollment trends over a three-year period, actual enrollment for grades kindergarten through twelve during the 1997-98, 1998-99, and 1999-00 school years are included in Table 7.

During the 1997-98 school year, the district kindergarten enrollment was 14,603. District enrollment for grades kindergarten through twelve was 180,193. And district enrollment for grades 1-12 was 165,590.

For the 1998-99 school year, district kindergarten enrollment decreased from 14,603 to 13,075 (10.5%, N=1,528). In comparison, the district's total enrollment for grades k-12 declined from 180,193 to 172,550 (4.2%, N=7,643). District enrollment for grades one through twelve also decreased. As compared to the previous year enrollment for the district's grade 1-12 students, enrollment declined from 165,590 to 159,475 (3.7%, N=6,115).

During the 1999-00 school year, district kindergarten enrollment dropped from 13,075 for the prior school year to 11,326 (13.4%, N = 1,749). In comparison, district enrollment for grades k-12 increased from 172,550, during the previous year, to 172,595 (.3%, N=45). District enrollment for grades 1-12 also increased from 159,475 in 1998-99 to 161,269 (1.1%, N=1,794).

BEST COPY AVAILABLE

Over the previous three school years (1997-98 to 1999-00), the district's kindergarten enrollment decreased from 14,603 to 11,326 (22.4%, N=3,277). District enrollment for grades k-12 decreased from 180,193 to 172,595 (4.2%, N=7,598). District enrollment for grades 1-12 decreased from 165,590 to 161,269 (2.6%, N=4,321). See Tables 7 and 8, and Figure 1.

Table 7

Actual District Enrollment
For 1997-98, 1998-99, and 1999-00

District Enrollment	*1997-98*	*1998-99*	*1999-00*
Kindergarten Enrollment	14,603	13,075	11,326
Grades K-12 Enrollment	180,193	172,550	172,595
Grades 1-12 Enrollment	165,590	159,475	161,269

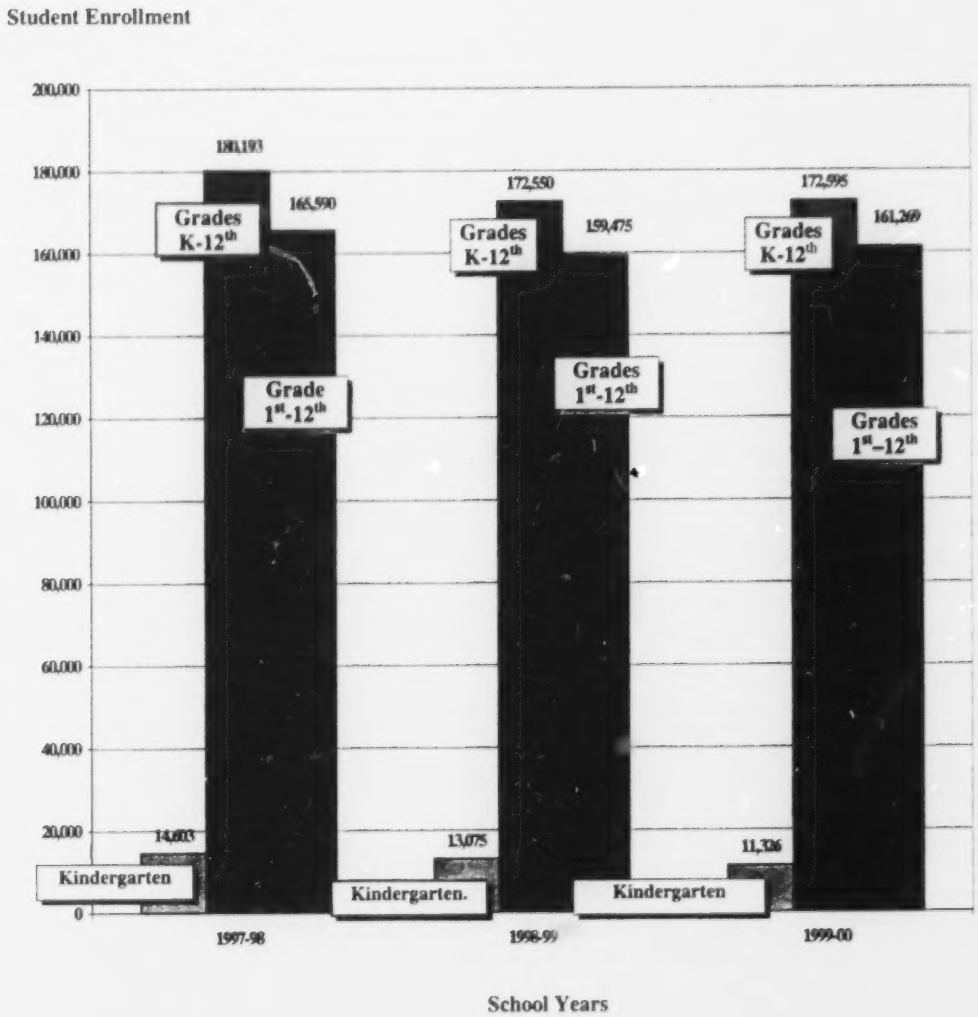
Table 8

Number of Percent of District Enrollment Changes
For 1997-98 through 1999-00

	DPS Enrollment Changes					
Grades	**1997-98 to 1998-99**		**1998-99 to 1999-00**		**1997-98 to 1999-00**	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**
Kindergarten	↓ 1,528	↓ 10.5	↓ 1,749	↓ 13.4	↓ 3,277	↓ 22.4
K-12	↓ 7,643	↓ 4.2	↑ 45	↑ .03	↓ 7,598	↓ 4.2
1-12	↓ 6,115	↓ 3.7	↑ 1,794	↑ 1.1	↓ 4,321	↓ 2.6

Figure 1

Changes in the District's Enrollment For 1997-98, 1998-99, and 1999-00



BEST COPY AVAILABLE

In response to the survey item stating that kindergarten enrollment in the district would benefit from offering parents alternative schedules, better suited to their needs, one hundred four responses (92.9% of all respondents) were submitted. Of the teachers responding to the survey item, sixty-four (61.5%) "Strongly Agreed." Thirty-three teachers (31.7%) "Agreed." Four responding teachers (3.8%) "Disagreed." There were three respondents (2.9%) who "Strongly Disagreed."

When presented with the suggestion that more field trips and other fun activities should be added to the program, ninety-six replies (85.7% of all respondents) were submitted for analysis. Forty teachers (41.7%) "Strongly Agreed." Forty-four respondents (45.8%) "Agreed." Eight kindergarten teachers (8.3%) "Disagreed." Four teachers (4.2%) "Strongly Disagreed" that such program enhancement endeavors would increase and stabilize student enrollment.

Ninety-seven teachers (86.7%) replied to the suggestion that advertising the program would result in more parents selecting a DPS kindergarten program for their children. Fifty-six teachers (57.7%) "Strongly Agreed." Thirty-four teachers (35.1%) "Agreed." Three teachers (3.1%) "Disagreed." Four kindergarten teachers (4.1%) "Strongly Disagreed." See Table 9.

Table 9

Kindergarten Program Changes
To
Increase Student Enrollment

Response Choices	*Alternative Schedules*		*Additional Field Trips and Other Fun Activities*		*Program Advertisement*	
	N	Percent	N	Percent	N	Percent
Strongly Agree	64	61.5	40	41.7	56	57.7
Agree	33	31.7	44	45.8	34	35.1
Disagree	4	3.8	8	8.3	3	3.1
Strongly Disagree	3	2.9	4	4.2	4	4.1
Total	104	99.9*	96	100.0	97	100.0

*Total does not equal 100.0% due to rounding.

Eighty-three responding kindergarten teachers (74.1%) submitted comments to the open ended survey item that asked for suggestions and changes to the current kindergarten program. Many comments addressed expanding all regular half-day kindergarten programs to a full day. Increased supplies and instructional materials were frequently suggested. Additional assistance, such as full-time para-professionals and school service assistants in every kindergarten classroom frequently appeared. Also, lower class size appeared often in the comments and suggestions section. Teachers also suggested that parents take a more active role in their children's kindergarten experience. Additional professional development activities were suggested by many of those responding. See the appendix for all comments and suggestions submitted, and a listing of all responding schools.

Conclusions and Recommendations

Measuring the district's kindergarten teachers' perspectives on the current kindergarten program and soliciting their views on additions, deletions and changes for future program development that provides the highest quality educational experience for our students were the primary objectives in conducting this survey.

Survey results showed the following:

- The majority of survey respondents (63.6%) were teachers with five or more years of experience as a kindergarten teacher assigned to their current school.
- The average kindergarten class size reported by survey respondents during the 1998-1999 and 1999-2000 school years ranged from 22.7 students to 30.4 students.
- Twenty-three percent of survey respondents "Strongly Agreed" and 44.9% "Agreed" that enrollment had remained somewhat constant over the past two to three years.
- Of responding teachers, 28.4% disagreed and 23.2% strongly disagreed (a total of 51.6%) that enrollment over the past several years had declined.
- Teacher estimated classroom enrollment for the morning sessions during the 2000 Spring/Summer, 1999-2000 Fall/Winter, 1999 Spring/Summer and 1998-1999 Fall/Winter semesters experienced a reported average drop of 5.8 to 7.3 pupils per class.
- Teacher estimated classroom enrollment for the afternoon sessions during the 2000 Spring/Summer, 1999-2000 Fall/Winter, 1999 Spring/Summer and 1998-1999 Fall/Winter semesters showed a reported average drop of 5.4 to 8.8 students per class.

- Over three school years (1997-98 to 1999-00), actual kindergarten enrollment in the district showed a decreasing trend. Kindergarten enrollment declined 10.5% from 1997-98 to 1998-99, 13.4% from 1998-99 to 1999-00, and 22.4% from 1997-98 to 1999-00;
- For grades K-12, district enrollment experienced a 4.2% decline for 1997-98 to 1998-99, an increase of .03% was realized from 1998-99 to 1999-00, and a decline of 4.2% was calculated from 1997-98 to 1999-00.
- Grades 1-12 district enrollment showed a decline of 3.7% during the 1997-98 to 1998-99 school years. Enrollment increased 1.1% from 1998-99 to 1999-00. Over a three-year time span (1997-98 to 1999-00) first through twelfth grade district enrollment decreased 2.6%.
- Greater than ninety percent (93.2%) of respondents felt that parents should be offered choices, such as more all day sessions.
- Over eighty-seven percent (87.5%) of respondents were of the opinion that additional field trips and fun activities would improve the current program.
- Greater than ninety percent (92.8%) of those responding held that advertising the program would increase parent and community awareness.

Survey results indicate that teachers in the current kindergarten program believe that they would benefit from: continued class size reduction, regular para-professionals and school service assistants assigned to each classroom, additional materials and supplies, increased numbers of field trips, greater parental involvement, more aggressive advertisement of program components and optional regular full day programs.

With the presence of chartered schools and a possible federally mandated voucher system, the DPS kindergarten program faces increased competition. This is evidenced by the decreased enrollment reported by the survey respondents. The perceived decline in enrollment, whether it is caused by student transfers to non-DPS programs or drop-outs, may be lessened or reversed by providing alternative schedules, increased numbers of field trips and enhanced parental awareness by advertising the strengths of the district's kindergarten program. Also, increased student academic achievement may result from the suggested changes that will serve as a solid foundation for continued academic and social success in the higher grade levels.

Appendix

I. Kindergarten Teacher Survey – Questions and Responses

II. Participating Schools

III. Teacher Comments and Suggestions

I.

Detroit Public Schools
Kindergarten Teacher Survey
Questions and Responses

How many years have you taught kindergarten at this school?

63.6%;	68	5 years or more	21.5%;	23	2-4 years	15.0%;	16 1 year

Replies 107; Forms 112

Please list the number of students in your kindergarten classes for the semesters listed below.

Spring 2000 /Summer 2000-(AM) _____

12.6%;	13	25.0	5.8%;	6	26.0	3.9%;	4	20.0	1.9%;	2	31.0
11.7%;	12	19.0	4.9%;	5	22.0	2.9%;	3	15.0	1.9%;	2	32.0
8.7%;	9	30.0	4.9%;	5	28.0	2.9%;	3	23.0	1.9%;	2	42.0
5.8%;	6	21.0	3.9%;	4	16.0	2.9%;	3	35.0	1.9%;	2	45.0
5.8%;	6	24.0	3.9%;	4	18.0	1.9%;	2	12.0	9.7%;	10	Other

Replies 103; Forms 112; Sum 2650.00; Mean 25.73

- 37.0
- 94.0
- 36.0
- 27.0
- 50.0
- 41.0
- 29.0
- 1.0
- 34.0
- 43.0

Spring 2000/Summer 2000 -(PM) _____

14.0%;	7	22.0	8.0%;	4	20.0	6.0%;	3	26.0	4.0%;	2	23.0
12.0%;	6	19.0	8.0%;	4	24.0	6.0%;	3	30.0	22.0%;	11	Other
10.0%;	5	28.0	6.0%;	3	21.0	4.0%;	2	18.0			

Replies 50; Forms 112; Sum 1132.00; Mean 22.64

- 35.0
- 36.0
- 17.0
- 25.0
- 32.0
- 14.0
- 0.0
- 4.0
- 27.0
- 16.0
- 29.0

Fall 1999/Winter 2000-(AM)

14.0%;	15	30.0	5.6%;	6	28.0	2.8%;	3 19.0
12.1%;	13	24.0	4.7%;	5	21.0	2.8%;	3 27.0
9.3%;	10	25.0	4.7%;	5	23.0	1.9%;	2 32.0
7.5%;	8	20.0	3.7%;	4	29.0	1.9%;	2 36.0
5.6%;	6	26.0	2.8%;	3	18.0	1.9%;	2 37.0

1.9%;	2	40.0	
16.8%;	18	Other	

Replies 107; Forms 112; Sum 2973.02; Mean 27.79

- 84.0
- 41.0
- 14.0
- 35.0
- 15.0
- 13.0
- 50.0
- 51.0
- 45.0
- 50.0
- 34.0
- 22.0
- 48.0
- 16.0
- 42.0
- 38.0
- 17.0
- 44.0

Fall 1999/Winter 2000 -(PM)

11.1%;	6	23.0	9.3%;	5	30.0	3.7%;	2 16.0
11.1%;	6	26.0	7.4%;	4	24.0	3.7%;	2 17.0

3.7%;	2	34.0	
3.7%;	2	36.0	

9.3%;	5 25.0	5.6%;	3 20.0	3.7%;	2 19.0	9.3%;	5 Other
9.3%;	5 28.0	5.6%;	3 22.0	3.7%;	2 27.0		

Replies 54; Forms 112; Sum 1325.00; Mean 24.54

- 18.0
- 13.0
- 15.0
- 29.0
- 21.0

Spring 1999/Summer 1999-(AM) _____

14.7%;	11 30.0	8.0%;	6 23.0	5.3%;	4 22.0	2.7%;	2 39.0
13.3%;	10 27.0	6.7%;	5 26.0	4.0%;	3 24.0	2.7%;	2 43.0
10.7%;	8 25.0	6.7%;	5 28.0	2.7%;	2 21.0	22.7%;	17 Other

Replies 75; Forms 112; Sum 2154.03; Mean 28.72

- 47.0
- 15.0
- 38.0
- 16.0
- 33.0
- 20.0
- 49.0
- 60.0
- 17.0
- 34.0
- 29.0
- 40.0
- 32.0
- 52.0
- 2.0
- 36.0
- 60.0

Spring 1999/Summer 1999-(PM) _____

15.2%;	5 28.0	9.1%;	3 26.0	6.1%;	2 22.0	21.2%;	7 Other
15.2%;	5 30.0	6.1%;	2 3.0	6.1%;	2 27.0		
9.1%;	3 25.0	6.1%;	2 21.0	6.1%;	2 29.0		

Replies 33; Forms 112; Sum 788.00; Mean 23.88

- 34.0
- 19.0
- 33.0
- 24.0
- 23.0
- 0.0
- 8.0

Fall 1998/Winter 1999 (AM)

14.7%;	11	30.0	6.7%;	5	26.0	4.0%;	3	22.0	2.7%;	2	33.0
10.7%;	8	28.0	6.7%;	5	29.0	4.0%;	3	31.0	2.7%;	2	40.0
9.3%;	7	25.0	5.3%;	4	24.0	4.0%;	3	36.0	2.7%;	2	50.0
6.7%;	5	23.0	5.3%;	4	27.0	2.7%;	2	20.0	12.0%;	9	Other

Replies 75; Forms 112; Sum 2278.00; Mean 30.37

- 47.0
- 96.0
- 16.0
- 21.0
- 53.0
- 35.0
- 32.0
- 42.0
- 60.0

Fall 1998/Winter 1999- (PM)

25.7%;	9	28.0	14.3%;	5	23.0	5.7%;	2	32.0
20.0%;	7	30.0	5.7%;	2	25.0	28.6%;	10	Other

Replies 35; Forms 112; Sum 958.00; Mean 27.37

- 27.0
- 36.0
- 33.0
- 16.0
- 29.0
- 22.0
- 24.0
- 20.0
- 26.0
- 34.0

My enrollment has been fairly constant over the past two to three years.

23.5%; 23 Strongly Agree		24.5%; 24 Disagree	
44.9%; 44 Agree		7.1%; 7 Strongly Disagree	

Replies 98; Forms 112; Sum 211.00; Mean 2.15

I have noticed a drop in my enrollment over the past several years.

17.9%; 17 Strongly Agree		28.4%; 27 Disagree	
30.5%; 29 Agree		23.2%; 22 Strongly Disagree	

Replies 95; Forms 112; Sum 244.00; Mean 2.57

If you noticed a drop in student enrollment, please list the number of pupil decline in your kindergarten classes for the semesters listed below.

Spring 2000/Summer 2000 (AM) _____

17.1%; 6 2.0	17.1%; 6 4.0	8.6%; 3 5.0	5.7%; 2 10.0
17.1%; 6 3.0	8.6%; 3 0.0	5.7%; 2 6.0	20.0%; 7 Other

Replies 35; Forms 112; Sum 202.00; Mean 5.77

- 19.0
- 1.0
- 12.0
- 18.0
- 8.0
- 23.0
- 20.0

Spring 2000/Summer 2000-(PM) _____

33.3%; 3 6.0	22.2%; 2 5.0	44.4%; 4 Other

Replies 9; Forms 112; Sum 76.00; Mean 8.44

- 18.0
- 2.0
- 4.0
- 24.0

Fall 1999/Winter 2000-(AM) _____

15.6%; 5 2.0	9.4%; 3 1.0	6.2%; 2 8.0
12.5%; 4 3.0	9.4%; 3 4.0	6.2%; 2 10.0
12.5%; 4 5.0	6.2%; 2 0.0	21.9%; 7 Other

Replies 32; Forms 112; Sum 187.05; Mean 5.85

- 17.0
- 20.0
- 6.0
- 0.1
- 18.0
- 24.0
- 9.0

Fall 1999/Winter 2000- (PM) _____

33.3%; 3 5.0	22.2%; 2 0.0	44.4%; 4 Other

Replies 9; Forms 112; Sum 49.00; Mean 5.44

- 2.0
- 3.0
- 25.0
- 4.0

Spring 1999/Summer1999-(AM) _____

29.2%; 7 2.0	12.5%; 3 3.0	8.3%; 2 10.0
16.7%; 4 0.0	8.3%; 2 5.0	25.0%; 6 Other

Replies 24; Forms 112; Sum 141.00; Mean 5.88

- 24.0
- 4.0
- 6.0
- 1.0
- 25.0
- 28.0

Spring 1999/Summer 1999-(PM) _____

22.2%; 2 3.0	22.2%; 2 5.0	55.6%; 5 Other

Replies 9; Forms 112; Sum 79.00; Mean 8.78

- 24.0
- 4.0
- 6.0
- 29.0
- 0.0

Fall 1998/Winter 1999-(AM)

27.8%;	5	2.0	22.2%;	4	5.0	16.7%;	3	3.0	33.3%;	6	Other

Replies 18; Forms 112; Sum 132.00; Mean 7.33

- 10.0
- 23.0
- 6.0
- 25.0
- 29.0
- 0.0

Fall 1998/Winter 1999-(PM)

50.0%;	3	3.0	50.0%;	3	Other

Replies 6; Forms 112; Sum 45.00; Mean 7.50

- 6.0
- 30.0
- 0.0

To better serve the students and parents and to increase our kindergarten enrollment, the District must:

Please check only one box for items 7-9.

Offer parents a choice of hours to better fit their schedules, e.g., a regular all day kindergarten program.

61.5%;	64	Strongly Agree	3.8%;	4	Disagree
31.7%;	33	Agree	2.9%;	3	Strongly Disagree

Replies 104; Forms 112; Sum 154.00; Mean 1.48

Include more field trips and other fun activities for the children.

41.7%;	40 Strongly Agree	8.3%;	8 Disagree
45.8%;	44 Agree	4.2%;	4 Strongly Disagree

Replies 96; Forms 112; Sum 168.00; Mean 1.75

Advertise and make parents aware of what our kindergarten program offers children.

57.7%;	56 Strongly Agree	3.1%;	3 Disagree
35.1%;	34 Agree	4.1%;	4 Strongly Disagree

Replies 97; Forms 112; Sum 149.00; Mean 1.54

II.

Schools of Participating Teachers
And
Numbers of Responses Received Per School

School Name:

3 Biddle	1 Arts in Academies	1 Holcomb
3 Coolidge	1 Barbara Jordan	1 Hosmer
3 Courville	1 Barton	1 Hubert
3 Mann	1 Bates	1 Keidan
3 Parker	1 Beard	1 Logan
2 Bow	1 Bellevue	1 MacCulloch
2 Burns	1 Berry	1 Macomb
2 Carstens	1 Bethune	1 Malcolm X
2 Cooper	1 Birney	1 Marquette
2 Davison	1 Bunche	1 Marsh
2 Dewey	1 Butzel	1 Maybury-Adm.
2 Erma Henderson	1 Campbell	1 McGregor
2 Ferry	1 Chandler	1 Medicine Bear
2 Goodale	1 Chrysler	1 Nichols
2 Grayling	1 Columbian Primary	1 Parkman
2 Hamilton	1 Detroit Open	1 Pulaski
2 Harms	1 Dixon	1 Sanders
2 Holmes, A.L.	1 Dow	1 Schulze
2 Jamieson	1 Duffield	1 Sherrill
2 Jones	1 Durfee	1 Steward
2 Marshall	1 Edmonson	1 Webster
2 McKenny	1 Golightly	1 Wilkins
2 Owen	1 Gompers	1 Winship
2 Stellwagen	1 Grant	1 Winterhalter
2 Thirkell	1 Greenfield Union	1 Yost
2 White	1 Hanstein	1 Young
2 Woodward	1 Healy	0 Others

A complete listing of schools from which surveys were received follows. The number preceding the name reflects the number of returned surveys received from the named school.

School Name:

3 Biddle	1 Arts in Academies	1 Holcomb
3 Coolidge	1 Barbara Jordan	1 Hosmer
3 Courville	1 Barton	1 Hubert
3 Mann	1 Bates	1 Keidan
3 Parker	1 Beard	1 Logan
2 Bow	1 Bellevue	1 MacCulloch
2 Burns	1 Berry	1 Macomb
2 Carstens	1 Bethune	1 Malcolm X
2 Cooper	1 Birney	1 Marquette
2 Davison	1 Bunche	1 Marsh
2 Dewey	1 Butzel	1 Maybury-Adm.
2 Erma Henderson	1 Campbell	1 McGregor
2 Ferry	1 Chandler	1 Medicine Bear
2 Goodale	1 Chrysler	1 Nichols
2 Grayling	1 Columbian Primary	1 Parkman
2 Hamilton	1 Detroit Open	1 Pulaski
2 Harms	1 Dixon	1 Sanders
2 Holmes, A.L.	1 Dow	1 Schulze
2 Jamieson	1 Duffield	1 Sherrill
2 Jones	1 Durfee	1 Steward
2 Marshall	1 Edmonson	1 Webster
2 McKenny	1 Golightly	1 Wilkins
2 Owen	1 Gompers	1 Winship
2 Stellwagen	1 Grant	1 Winterhalter
2 Thirkell	1 Greenfield Union	1 Yost
2 White	1 Hanstein	1 Young
2 Woodward	1 Healy	0 Others

III.

Teacher Comments and Suggestions

- Update our materials and equipment.
- Update materials in the classroom. Full-time paraprofessional. Computers in the classroom.
- Incentives are needed to get the parents involved.
- All day classes are a must. Decrease class size. Thirty students in a room, even for half day sessions are way too many kids. Provide more staff to assist with small children, not all schools have help. We need more kindergarten teachers and classrooms. Early Childhood should assist with Moines, in addition to that which is taken from the school budget, to finance additional programs, trips, toys etc.
- An attendance guidelines are needed. All day classes. Mandatory aides in classroom. More toys.
- Kindergarten needs to be an all day learning experience. To better prepare the children for 1st grade we need more time to teach. Also, to meet all of the objectives and individual exit skills assessments , both teachers and the children need more time. Otherwise, review the kindergarten exit skills and make the assessments more group orientated rather than all individual.
- I believe that an all day kindergarten is a necessity if we are to meet all the outlined objectives. An all day program provides more time for enrichment and assessment.
- We need lower class sizes, full time aides, more aide and teacher in-services. We also need EDK at McKenny! Should offer all day kindergarten-easier for program parents and the children need the extra learning time.
- To campaign together to make Kindergarten mandatory, lower class sizes (no more than 17) and an assistant for each class who is qualified. The biggest improvement needed is to make others aware of the importance of Kindergarten and the difference they will notice in their children.
- Hold regular parent meetings as EDK does. Provide all day Kindergarten for all children. Lower class size for all Kindergarten classes.
- Smaller class size limitation and provide an all day kindergarten for every child.
- Give teachers an all day aide. Offer students lunches and snacks.
- As a teacher with experience in both EDK and the half-day kindergarten programs, I feel that the extended day provides the teacher with more time to teach each subject each day. The extended day provides the children an opportunity to participate in all of the special activities, which are held throughout the school day. It is very difficult and somewhat expensive for working parents to arrange their schedules and obtain day care so that their child can attend a half-day session.
- I feel that all regular Kindergarten should be all day, not just EDK. Also a Law must be passed to make Kindergarten mandatory in the state, mainly to allow Kindergarten Teachers access to services offered by the attendance dept., social work, etc.
- Limit kindergarten classes to 20-22 students.
- If we are going to provide the best kind of learning environment for young children, we

need a resource to pay for learning centers and materials (hands-on) for the children! Smaller class sizes is a must! Trained helpers and in-service for teachers with 10 or more years so they too can learn new ways to improve their teaching skills.

- Perhaps a Latch Key program would be beneficial, i.e., care before and after school. Smaller classes may also be beneficial.
- Offer full day Latch Key programs for average students. Advertise in the newspaper, specific ages and other registration requirements, such as birth certificates, shot records. Use photos to promote the program! Many think because pre-k is "tested" they will not qualify for kindergarten.
- Include developmentally appropriate curriculum for kindergarten students. Try to have legislation passed to make kindergarten mandatory. Make parents accountable.
- It should be a law that students must attend kindergarten. The cut off date for attending should be September 1st. All kindergarten. programs should be a full day/all day programs with a teacher's assistant and no more than 18 students in a class.
- Keep lowering our class sizes to 20!
- Each kindergarten teacher and classroom should have a full time aid to assist. More parents should be actively involved. The district should make parent involvement MANDATORY!
- Please give us more support in the way of field trips, supplies as we cannot offer a full developmental program without the necessary supplies. With reduced class sizes by 1-3 students, we are setting our kindergarten students up for failure. With such large classes of 28 to 29, smaller classes are necessary because of the critical learning needs. Please reduce class sizes in kindergarten so that we can help more students succeed.
- Lower class size - 15 maximum for k-2 in all schools. Have a class between k and 1st grade for those children who have not mastered the skills required to move on to first grade.
- Parents have asked about the lack of technology in each class.
- We need to offer parents a Latch Key type of program-also some way to get parents to attend meetings. The parents who do come to meetings are the parents that are involved in the child's kindergarten experience. They make and use the activities provided at the meetings. They also are aware of upcoming events in the classroom and participate as a higher level.
- The district should provide more supplies similar to that of Head Start and EDK. Additional supplies would give students more advantages to explore and extend their learning experiences. Kindergarten teachers spend at least $1,000.00 to $2,000.00 a year out of their pocket just supplies and other expenses to extend and, or enhance student learning.
- Provide full time para-professionals for teachers, parenting classes (workshops) extra time to work on exit skills reports and extra time for completing records. Possible Fridays off to complete records and other paper work.
- Use teachers to assist and share successful teaching strategies with each other. Also, make sure that all teachers have improved instructional delivery systems. One way to improve the delivery of instruction is to attend workshops such as "Triple EI", "Assertive Discipline", and "TESA".
- If studies showed that classes 12-15 students produce maximum learning, I suggest that the number should be lower for kindergarten and we should be working to maximize learning. environments.

- Offer a full day program for Chrysler Elementary. This has been the only concern that parents have expressed. Working parents cannot pick their children up at 11:00 A.M. The parents then send their children to charter schools and private schools to receive full day care and instruction.
- The district can help improve the attendance of kindergarten students by providing bus transportation.
- Many parents claim that a half day of kindergarten is too inconvenient, if one works and/or goes to school. We had thirty fewer kindergarten students this school year as compared to previous years. Perhaps because of the strike, we eliminated an entire class.
- Have a half hour of gym or free time activity daily so kids can move around. Have a snack time perhaps daily. Some kids do not eat well. Have Children's Museum come to classrooms and do a lesson at least two times a year.
- All kindergartens should have a full time aide. Students are coming to us with little or no skills. Parents do not consider kindergarten to be important. Absenteeism is extremely high.
- I believe the children in Detroit need all day kindergarten.
- I have a federally funded preschool and that is how our kindergarten survives. We share. I get very little for my kindergartners. We are never included in anything! That is ashamed!
- Enhance learning centers by providing a workable budget so that hands-on materials can be bought. Not all hands-on manipulatives should be teacher-made. Most kindergarten manipulatives provided are out dated and antiquated. The vast majority of materials that I have had to work with in a regular kindergarten room are paltry compared to an EDK classroom. The irony is that all kindergartners need personalized chalkboards, write-on boards, etc. Parents are taking their children to charter schools that are glistening clean and well stocked, but the teachers (many of them) are ill prepared. We get them back in first grade anyway. So why not untie our hands and give us good materials or funds required to make the purchases.
- Make parents aware of the importance of attendance and their responsibility to reinforce what their children are taught.
- Encourage principals respect kindergarten teachers and not interfere with their program.
- Parents are looking and asking for "icing on the cake." Encourage extra curricular activities like after school dances, soccer, Latch Key, art, gymnastics, Girl Scouts and Boy Scouts.
- Have smaller classes for kindergarten classes.
- Make attending kindergarten a requirement!. At-risk students are especially in need of a required kindergarten program. As a 1st grade teacher, the differences between children who attend kindergarten and those who did not are immense! Smaller class size to better meet individual needs, and/or trained assistants in classrooms exceeding 15 students.
- I've taught all day kindergarten for years in Arizona and feel that all day is much more beneficial to both children and parents.
- Use a specific day-by-day curriculum that is reading intensive. Each kindergarten. teacher should be working on specific skills on the same day with exact same curriculum.
- Lower class size to 15-20 per room. Do not double up teachers in one room. Make kindergarten. less academic. Eliminate Exit Skills. Stick to basics. We have a lot of work to squeeze into three hours.
- The key is parent involvement, with working parents it is difficult.
- I believe kindergarten should introduce students to school in the most positive and fun

way possible. Skills can be introduced and learning presented in songs, finger plays and fun activities. If we can teach academic and home skills that are necessary and prepare our students socially and emotionally to cooperate and care for one another, then an attitude conducive to learning new concepts will be openly accepted. I also believe that getting parents involved in as many positive and fun ways as we are able, develops future parent involvement. I also think parents are looking for smaller class sizes.

- Reduce the large numbers of children in kindergarten programs.
  Provide adequate and appropriate classrooms and materials. Require paraprofessionals for all kindergarten classrooms. Require out door recess for all kindergarten programs. Provide additional assistance and necessary testing for kindergarten children of at risk schools. Change kindergarten progress reports to match appropriate developmental skills for the children. Provide assistance and services for children with special needs. A half day kindergarten with 15-17 students in both sessions should be the maximum numbers allowed.
- A para-professional aide to assist the teacher with low achieving students is essential.
- Provide more materials for learning centers. Budget for hands-on learning tools, which are ridiculously low. Improved Houghton Mifflin in-service training. Increase opportunities for parent learning.
- We have dropped from class numbers of 30/30 AM/PM and 27 EDK.
- More needs to done to get after truant students. I have no aide and do not regularly receive my in room preps. It is quite difficult to be creative with no planning time. How about a prep a day? We get no extra supplies like glue, construction paper, computers, etc. Why can't our kids be given a chance to go to gym, music and art? Why can't we be given extra money for ordering out of catalogues? Why can't we get milk or juice every morning and afternoon? These parents do need all day kindergarten!
- I feel kindergarten should be made mandatory and start after labor day.
- Kindergarten should be mandatory and a regular all day kindergarten for all students. Most parents have to work and have a hard time providing care for their children when they are working.
- Our bilingual children are counted as 1.5 yet our enrollment is always close to 30. And it should be much lower to serve the needs of our bilingual children. Our children visit Mexico for months/weeks at a time. And our turn-over is high.
- Distribute Kindergarten goals with a strong academic emphasis. Parents need to know what skills students will learn from DPS kindergarten programs. There is too much variance in DPS kindergarten programs.
- What is needed is a standard program for half-day kindergarten city-wide with exit skills, which is advertised to the community.
- All kindergarten students should be offered an all day program to increase student attendance and achievement. The option of EDK should be eliminated and all students should be main streamed.
- More supplies for regular kindergarten.
- Attendance will improve with a regular kindergarten all day program. Students in half-day programs are kept at home, or are removed from class early when mom has business during the day.
- More hands-on materials, less exit skills. Test only basics, for example: the alphabet, numbers, counting, manuscript writing.
- Smaller classes or a para-professional will allow for more flexibility.

- EDK or all day kindergarten is an needed alternative to what we now have.
- There should be an assistant or an aide in the classroom everyday! Class sizes are very large and there is not enough time to work individually with each child to help with reading and writing.
- Parent involvement is a must!
- All day regular kindergarten
- A kindergarten program, especially in low income areas, should provide monthly or bi-monthly trips. By doing so, children will be provided with exposure to learning experiences that they would not necessarily be exposed to. The afternoon sessions should have a mandatory daily physical education segment. Physical education will also to give the youngsters variety. Didactics in the afternoon should be presented in as fun activities.
- See that more children attend a pre-school program. Make parents more aware of the importance of kindergarten and its purpose. Find a way to improve attendance. An all day program may help in this area.
- Better communication with parents, i.e., newsletter, progress reports. Stronger emphasis on parent involvement. Regularly scheduled parent/child monthly meetings, events for parents. More support and guidance for kindergarten program (training, reporting). Include kindergarten teachers in meetings and training provided by The Office of Early Childhood.
- Have a district-wide workshops for parents, guardians of kindergarten students who are enrolled in both regular half-day and EDK programs. Divide workshops into two sessions to explain what they offer and what to expect in terms of student achievement. Then have parents make and take a project to help prepare their children in kindergarten.
- Professional development training should be provided for all kindergarten teachers every year. Develop an all day kindergarten program that will increase student learning and develop strong readers. Build a phonics program within the kindergarten curriculum.
- I definitely believe all kindergarten students should be in school all day. The parents need it, but more importantly the children need it for social and academic development. Round-up must be revised so that schools can (in the spring) really get an idea of future Fall enrollment.
- More time allotted for recording and planning. Condense the number of exit skill assessments (too many individual assessments and difficult to complete for 65 to 70 students. Full time para-professionals or assistants are needed to help with small group activities.
- Have a full-time aide for each kindergarten teacher (just like preschool/Head Start teachers have). Reduce class sizes to 18-20 children. Make kindergarten attendance mandatory.
- List all in-coming kindergarten children. Further reduce class sizes so that we are able to provide the additional space and time needed for increased individualized instruction.
- Make all kindergarten classes all day programs with parent workshop days. This will enable us to work with the child as well as with the parent to help facilitate the learning process.
- Distribute fliers in the neighborhoods. Post signs inside of stores. Reinforce the importance of kindergarten as a place of learning as opposed to serving as a baby-sitting service.
- Required parenting programs and smaller classes manned with S.S.A.s will allow for additional individualized instruction and enhanced control of children with behavior

problems.

- Required programs for parents. Smaller class sizes with a S.S.A.
- Most parents in my neighborhood are renters and they have difficulty finding affordable homes.
- Maximum class size of 17 children; Additional programs similar to the "Fire Safety House Program" to acquaint children with community helpers and future career options are needed.
- Kindergarten students should be enrolled in a full day program. We loose enrollment to chartered and private schools that offer this option.